

FIFTH BIENNIAL REPORT
OF THE
ILLINOIS INSTITUTION
FOR THE
EDUCATION OF THE BLIND,

For 1857 and 1858.



SPRINGFIELD:
BAILHACHE & BAKER, PRINTERS.

1859.



Engraved by W. B. Baker 481 Chestnut St. Philadelphia

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OFFICERS OF THE INSTITUTION.

TRUSTEES,

MATTHEW STACY, *President.*

SAMUEL D. LOCKWOOD,
JOHN MAGOUN,

| WM. H. BROWN,
WILIAM BUTLER.

PRINCIPAL,

JOSHUA RHOADS, M. D.

MATRON,

MRS. ROSANNA RHOADS.

TEACHERS,

JOHN D. STRONG, A. M., *Literature.*

HERMAN STRACHAUER, *Music.*

ASSISTANT IN SHOP,

JAMES M. DUNLAP,

HOUSEKEEPER,

MRS. JANE CHAMBERS.

PHYSICIAN,

L. M. THOMPSON, M. D.

REPORT OF TRUSTEES.

To the Legislature:

The trustees of the Illinois Institution for the Education of the Blind, on presenting their fifth biennial report, have the satisfaction of announcing that the institution appears to be fulfilling the design of the legislature which founded it, by promoting the happiness of the blind, and enabling them to receive an education fitting them for the practical duties of life.

The direction of the institution, and the immediate management of its affairs, continue in charge of Dr. Joshua Rhoads, who was called to this enterprize eight years since, in the infancy of the institution. The board cannot refrain from expressing its high appreciation of his fidelity and talent. The satisfactory state of the instruction of the pupils, and our full treasury, are witnesses to the intelligence and zeal with which he has conducted the affairs of the institution.

We have been careful to avoid extravagance; yet we have authorized all expenditures, which we believed were necessary to place this institution, in all its departments, in the most perfect condition. We think success has attended our efforts, and that this institution is second to no other. The buildings are capacious and in perfect repair, their cleanliness is remarkable, the pupils are well instructed, and their teachers are faithful and industrious.

The number of pupils in the institution is fifty-eight, and ten new pupils are admitted but not yet arrived. We receive all of suitable age, character, &c., who apply. We have also made efforts to inform the friends of the blind of the advantages offered to them by the liberality of the legislature. We have sent to every editor in the state, a notice of our willingness to receive every blind child. With the usual benevolence of editors, they have kindly inserted it in their papers. Once in two years, the principal, accompanied by twelve pupils, has visited many of the large towns in the state, giving concerts and exhibitions, which have attracted much attention. These excursions extend a knowledge of the institution, and are a great gratification to the pupils.

The abstract of the treasurer's account, accompanying this report, will exhibit to you the expenditure for two years, arranged under various headings.

No increase of your appropriation to this institution will be necessary, as the expected increase in the number of our pupils will not lead to a proportionate increase of expenses.

The institution is free from debt, and has a balance in its treasury of \$2,791 13.

Respectfully,

MATTHEW STACY, *President.*

SAMUEL D. LOCKWOOD,

WM. H. BROWN,

JOHN MAGOUN,

WM. BUTLER, *Trustees.*

REPORT OF THE PRINCIPAL.

To the Trustees :

GENTLEMEN—You have so often visited the institution, and thus become familiar with the details of its affairs, and our modes of instruction, that it would be useless for me to write a dissertation on them ; but as this report is usually distributed freely through the state, and often falls into the hands of the parents of blind children, I will enter more minutely into a description of the peculiar requirements of the blind, than would otherwise be advisable.

Blindness is often a consequence of a vitiated state of health ; sometimes the result of fever, at others of a scrofulous condition of the system. The timidity or ignorance of parents prohibits the blind from employing the only remedies for these conditions of the general health, viz : active exercise in the open air, and cheerful occupation of the mind.

The blind often arrive at the institution dull, timid, and inactive—health delicate, and organization feeble. We subject them to perfect regularity of duties, insist upon free exercise in the open air, provide a liberal diet, of which they freely partake. All signs of indisposition quickly disappear, and vigorous health, if not renovated constitutions, is characteristic of the inmates of this institution.

To produce these results, many concurrent causes must conduce. The most efficient, and without which no success will attend our efforts, is the arousing into action of all their faculties, both mental and physical. Indeed, strange as it may seem, the secret of success in promoting the health and happiness of the blind is the same, as was said to be necessary to a perfect orator, viz : action, action, action.

In accordance with the above principle, we have established as a fundamental rule for the conduct of the pupils, that they must be in action all day. Their whole time must be passed in studying, working or playing. No listlessness or idleness is encouraged or permitted, except in cases of sickness.

The better to promote the health of the pupils, care is taken in the arrangement of the lessons to alternate them with relaxation. We are also

careful to arrange the hours of employment, so that, although the pupils are occupied nine hours per day, no two successive hours are devoted to one exercise.

The following programme of the exercises of the institution is strictly carried out. The only exceptions made to its observance, are the permission given to the pupils to practice on their instruments, or to labor at some active employment during a portion of the recess; and some of the elder pupils, to whom the studies of the school have become irksome, are allowed to employ most of their time in the workshop.

ORDER OF BUSINESS.

6 o'clock. Rise.	2 to 3. Literature.
6 $\frac{3}{4}$. Prayers and scripture.	3 to 4. Manual labor.
7 to 8. Breakfast and recess.	4 to 4 $\frac{1}{2}$. Recess.
8 to 10 $\frac{1}{2}$. Literature.	4 $\frac{1}{2}$ to 5 $\frac{1}{2}$. Music.
10 $\frac{1}{2}$ to 11. Recess.	5 $\frac{1}{2}$ to 7. Supper and recess.
11 to 12. Music.	7 to 8. Reading.
12 to 2. Dinner and recess.	8 to 9. Recess and to bed.

The above is the order of business for every day during the session of the school, except Saturday and the Sabbath. On Saturday it is followed in the forenoon. In the afternoon, the pupils prepare for the Sabbath, and are encouraged to walk out of the bounds of the institution, into town or country, as may be most agreeable to them. There are but few of our male pupils who cannot walk over the town, with no guide but their canes. On Sunday, the pupils attend church, each one going to such church as is agreeable to himself, or to his friends. The only regulation of the institution is, that they shall frequent some place of worship.

During the recess, the pupils exercise freely in the open air, with the exception of one hour devoted to practice on their instruments.

INSTRUCTION.

Similar modes of instruction are adopted by all the institutions for the blind. The institutions differ more in the relative apportionment of time to the branches taught, than in the manner of teaching.

Literature, music and the mechanical arts are taught in all institutions, and by similar processes, which originated in France, and have been introduced into the institutions of this country. In most of the English institutions, only one hour per day is devoted to literature, one hour to music, and eight to trades. In France, Germany, and the United States, three hours per day to labor, and the remainder of it to literature and music. In this institution; the attention of every pupil is required in the workshop one hour per day. The remaining portion of his time is appropriated to literature and music.

The desire of the blind for the acquisition of knowledge is a predominant feature in their character. It appears to be a usual concomitant of blindness. If the blind appear indifferent to any lesson, the teacher may rest assured that the lesson is in fault, and not the pupils. The lesson is either from its nature unfitted to the peculiar condition of the pupils, or has not been explained in a proper manner. This desire for learning is not confined to the brightest or youngest pupils, but is observed to exist in an equal or even superior degree among the dull and aged.

Confident of the truth of the preceding remarks, from repeated observations during an experience of twenty years, we permit all to attend the lessons in literature and music. We feel assured that their happiness is thus promoted. The lessons will sometimes become tiresome to the adults, and we advise them to devote their time to the mechanical department.

From the great desire of the blind for knowledge, we find that those who are intelligent are equally apt in all branches of study. They devote themselves to each with equal ardor, and it is common to see the same pupil in the front rank in all the exercises of the institution, literary, musical and manual. It often occurs, that superficial observers inquire of us, in reference to some abstract subjects taught to the blind, "What is the use?" No blind person ever asked us a similar question. No blind person ever doubted the use of knowing.

The instruction of the blind is founded upon the employment of characters in relief, by which letters, notes, &c., ordinarily printed for the eye, are rendered sensible to the fingers. It is perfected by oral instruction which cannot be dispensed with. All the branches of a common school education are taught to the blind in this institution, and many of its pupils have attained to an enviable degree of proficiency.

MUSIC.

Music is one of the most important studies, and one to which the blind devote their attention with the greatest perseverance and pleasure. The ability of the blind as musicians, and their devotion to its study are great; but there prevails in the minds of a great many persons an exaggerated idea on this subject. Many suppose that all blind persons are musical, and that one whose eyes are closed to the impression of the light, must of course have an ear open to the harmonies of sound. This is far from being true; in a given number of blind and seeing persons, there will certainly be about the same number of each, qualified by nature to excel in music. But in institutions for the blind, whether from the propensity to imitation, or from the hope of future reward, the desire to study

music is almost universal among the pupils, whilst the musical ear, necessary to attain to skill in performance, is rare.

In many cases, indeed, zeal and patience have triumphed over the deficiencies of the ear, and an unexpected success has rewarded the industry and energy of the pupil. In these cases, strength of will has conquered nature; these are the exceptions, and must not be taken as the rule.

In most institutions, the natural ability of the pupil is consulted, and those whose ears are rebellious to rhythm, and harmonious combinations of sounds, are prohibited from the use of instruments. The authorities dread the formation of musicians for the streets and other public places. This institution, as in literature, pursues a more enlarged policy, and endeavors to cultivate any musical taste existing in a pupil, however feeble it may be. The talent of a pupil is sometimes small, and his desire for learning music proportionally great. In this case we find it adds essentially to his happiness to aid him in his efforts to become a musician. If he fails to succeed, he has the consolation of feeling that he has tried, and that no exertion has been spared for his benefit.

All the female pupils attend singing lesson daily, and we provide musical instruments for all the male pupils.

MECHANICAL ARTS.

This department of the institution is viewed with much favor by most practical visitors. They consider the industry and skill of our pupils with much interest; and whilst some doubt the utility of music, and abstract science, all appreciate the importance of teaching those to labor, who wish in future to earn a subsistence.

The instruction in this department is not confined to teaching specific trades; but it is varied in such a manner as will best impart to the pupils a facility in the use of tools; thus enabling them to apply the skill they have gained here to some practical advantage when they shall return to their homes.

The advantages to be derived from this department, must not be estimated, as is frequently done, by the amount of profit realized from it by the institution. For, knowing that the legislature designed this for a school for the blind, and not for a manufactory, or an asylum, we are careful to put the pupils to such employments as will best train their hands and fingers, and as will most surely develop their physical powers.

The male pupils make brushes, brooms, and weave rag carpet. The female pupils do plain sewing, knit stockings, tidies, bed-spreads, &c., also make worsted work, and fancy bead work.

THE PHYSICAL EDUCATION OF THE BLIND.

Translated from "Des Aveugles," par P. A. DUFAY.

ADVICE TO PARENTS.—The physical education of the blind should be commenced as soon as possible. As soon as a blind child can leave its cradle, this most important part of its education should be sedulously undertaken by its parents. It should, at once, be instructed to use its hands for the most usual acts of life, since its eyes cannot guide them. We know how difficult it is for a small child who sees to dress or undress itself. Its fingers with difficulty obey its will, and only after repeated trials. It is aided by the instinct of imitation, having seen others do similar things. How, then, must it be with the blind child, whose fingers move in darkness, and whom nothing arouses to imitation? By nature its helplessness is entire; but maternal care for it is most minute, and indefatigable. Happily, as by a wise dispensation of Providence, this lovely maternal feeling increases, in proportion to the degree of misfortune in which the child may be involved.

To comprehend this truth perfectly, one must have been a spectator of the tender and incessant solicitude of the parents of a blind child; even when painful poverty has absorbed nearly all feeling, and caused a fatal neglect of the young family, the existence of the blind child is guarded with every care and precaution. This excessive care is often indeed injurious to it. Since the parents fear a danger for it in each step, and in its every movement, they limit its sphere of action as much as possible, restrict its movements, prohibit it from handling all sorts of implements for fear of slight accidents, which should alarm no one, and in fact debar it from enjoying life as other children.

The blind child thus falls deeper and deeper into that apathy, from which lamentable consequences to its health are the frequent result. It grows more awkward, and consequently is obliged incessantly to receive aid from others. Nothing will, in the future, add more to its misfortune than this feeling of entire dependence on those who are about it. The child was satisfied because it was saved from exertion: the adult laments because it places him in a contracted and subordinate position, incompatible with his dignity as a man. We cannot be too urgent on this point, with mothers who are so very indulgent to a blind child. The Abbe Carton, says: "God preserve a blind child from a mother who does everything for it." The mother should fortify herself by reason against that timid tenderness, which sees danger in the exercise of the child's inborn activity. She should also reflect that these fears exaggerate the

dangers. We imagine the blind child is exposed to them, because we compare its condition with what would be our own, if we were suddenly deprived of sight. But this comparison is erroneous: darkness is the natural state of one born blind, and he is endowed, much better than we would believe, with instincts enabling him to move about easily and without danger in darkness to him perpetual. It is not only necessary to encourage the development in him, of that peculiar aptitude, but we should begin early, otherwise it is lost without hope of recovery. If, for example, the exercise of the fingers has been neglected until the tenth year, experience has proved that they grow feeble, and become useless for every mechanical effort of the slightest complexity. After that age, the arms will no longer improve in suppleness, nor the hands in dexterity, and you will see those, whose physical education has been thus neglected, to have contracted awkward movements of their limbs, and ungraceful attitudes, which contrast painfully with the free and firm deportment of his better taught companion in misfortune.

All the blind, who have reflected on their situation, concur in the justness of these views. Dr. Blacklock, (blind from birth,) has expressed similar opinions. He says that "blind children should be encouraged to extend their sphere of action as much as possible; they should be permitted to touch all sorts of tools, and to attempt to use them; the danger of any wounds from their use is much less to be dreaded, than that fatal languor to which timidity would condemn them. In domestic life, parents would render them a true service by ceasing, at an early age, those tender anticipations of their wants of which they are so often the object; and by allowing them to run about without a guide and accustoming them to self-reliance.

At home and in institutions, the fundamental principle should be to lead the blind to perform of themselves, and without assistance, all the duties of domestic life. Experience has demonstrated that nearly all the blind can be taught to perform most domestic operations: but what a fatal prejudice reigns in society on this subject. The dominant idea is that a person deprived of sight is incapable of moving alone. We daily hear visitors to the institutions, on seeing pupils erect, graceful, clothed with taste, expressing their wonder when informed that they clothe themselves, comb their hair, make their beds, fold their clothing, &c., without aid or assistance from others.

It would be difficult to determine justly what limit to fix to the simple duties of the household of which the blind can become capable, when his activity, in place of being repressed by perpetual opposition, is on the

contrary habitually stimulated; when he is not persuaded in advance, by those about him, that he is fit for nothing; when he is left patiently to study well all that surrounds him. I will cite but one instance of the success of this wholesome neglect. I could cite a crowd of them. Towards the end of the last century, in lower Austria, at the village of Odrig, lived Joseph Gattermayer, who had lost his sight in his third year. An orphan, and living with brothers and sisters laboriously engaged in sustaining the burden of a common existence in poverty, this young child was seized with a keen desire to aid them. He became by degrees skilful in doing all that the other members of the family did who enjoyed sight; he took care of the cattle, fed, and watered them; carried wood, cleaned the house, and took care of the children younger than himself. Become large and strong, he went to the fields with the men; there he was to be seen performing all the labors of a farmer, planting grain, gathering fruit, cutting trees, dressing vines, &c., &c. In harvest time he was employed, exactly as if he could see, in the plantations of the neighborhood, where he went without a guide. One of his brothers confided to his care two wine vaults, which he had in different places, and the delicate operation of racking and mixing the wines. He purchased everything he required for his own use, and often made purchases for the family. Finally, without speaking of the mechanical skill to which this apt and industrious blind man attained, we must say, he was no novice in the culinary art.

The blind child should be left free to move, and must be incessantly excited to use the liberty you have given him both within and without the dwelling. Experience has shown that if he is always led, he will scarcely know the places over which he has been guided: if, on the contrary, he is left to himself, prepared for difficulties, for the perils which surround him, he prudently examines his position, and studies all the chances of accident. He makes such precise and accurate observations of the ground he walks over, that he becomes sometimes the surest guide, whom the traveler can choose; especially at night or in tempests. It is this kind of tact, which a blind man acquired, who lived in the beginning of this century, in the Tyrolien Alps. This man, named Simon Moser, had lost his sight at two years of age. He amused himself with such a patient exploration of the adjacent summits, that he became capable of guiding the travelers who came to visit them. Urged forwards by a traveling instinct, he extended his excursions more and more, even to Gratz, and became a messenger, carrying letters and money in those mountainous countries, where no other kind of communication could be

had. He perished in 1818, aged thirty-three, in a torrent, where many seeing persons had been lost before him.

All the blind cannot, of course, be endowed with that degree of sagacity which the above case would indicate; but many, if allowed to help themselves, and follow their own inclinations for motion, become able to move freely in all places. The streets of a crowded city will not present such dangers as to forbid this prudent exploration which is peculiar to the blind.

By encouraging activity in the blind, another valuable result will be attained. At the same time that we extend the sphere of the activity of the pupil, and thus augment his knowledge, we will also perfect the senses he yet enjoys, and whose delicacy we can scarcely appreciate. We must not believe that cultivation can do nothing to improve this delicacy of sense, and that nature cannot be aided by art.

ADMISSION AND DISCHARGE.

In our last report attention was called to the fact that the legislature of Illinois had opened the portals of her benevolent institution to all her citizens, who may be the children of sorrow, without respect to their worldly position. No questions are asked for admission into this, but, "Is the applicant a resident of the state, blind, and of suitable age, capacity, and character to receive instruction?" These facts being ascertained, its doors open, and probably the child of misfortune and want will be seated at the same table, and partake of the same instruction, as the child of the owner of thousands of acres of its fertile prairies; both equally provided for by the liberality of its legislature.

The questions naturally arise, what is blindness? suitable age? &c.

1. **BLINDNESS.**—In some of the European institutions, no pupil is received who can distinguish light. A more liberal and enlightened policy governs the institutions of this country. All are considered to be blind, and entitled to the benefits of the institutions, who are so far deprived of sight, as to be unable to learn to read large print. They are unable to receive instruction by the usual methods, and in common schools, and if on account of the imperfect vision they possess, debarred from the privileges of this institution, they would be obliged to grope their way in mental darkness, because a meagre portion of physical sight was still left to them.

2. **SUITABLE AGE.**—In most of the older institutions there are arbitrary rules, founded upon the age of the applicant for admission, from

which they rarely deviate. In this institution it has been our custom to admit all such pupils as would be likely to derive benefit from a course of study, even if the age of the applicant exceeded that which is usually considered the extreme of an arbitrary rule. We have been much pleased with the result of our experience, and have cause to congratulate ourselves that several of our pupils, who were over age when admitted, have themselves derived incalculable advantage from their residence in the institution, whilst their good example has materially aided us in the maintenance of good order and industry among the juniors.

The preceding is our experience in reference to aged pupils, who have been blind from childhood. I would admit all such under thirty years of age. But where blindness occurs after the persons have passed the age when their education should have been acquired, my experience causes me unhesitatingly to express the opinion that they should never be admitted into an institution, except upon the most satisfactory recommendation, as to morals and amiability, and, even then, only on trial. A residence in the institution is not likely to be of any advantage to them; and they will generally be of serious disadvantage to the younger blind. When it is considered that in an institution for the blind, pupils are expected not only to acquire a scholastic education, and to study music, but also to obtain some experience in the mechanic arts, which requires an apprenticeship of seven years by those who see, it becomes an important consideration to prevent the admission of a pupil until he arrives at an age when he is capable of learning a trade. If we consider the term for which a pupil is admitted to be the longest period fixed by any state, (eight years,) the propriety of not admitting a pupil until he shall have attained the age of twelve years becomes evident.

DISCHARGE.—No period has yet been fixed for the discharge of pupils from this institution. In other institutions the period is usually allotted to be, in some four, and in others with greater liberality, eight years. As pupils are received at various ages, and possess such different temperaments and characteristics, the period of residence should have reference to these peculiarities. A pupil of advanced age may be admitted, and for a few months or years will make rapid progress in all of his pursuits. He may then cease to learn; he may become dull and fretful; the rules necessary for the good government of the institution may become irksome to him. All this from the natural tendency of manhood, without any moral misdemeanor. He should then be considered to have completed his course of instruction, and should leave the institution, without the stigma of expulsion being attached to his name. Another of a different age

or temperament, admitted at the same time, might derive benefit from remaining in the institution much longer, and as the object of the institution is to do the greatest amount of good, he should be permitted to remain for years.

Respectfully yours,

JOSHUA RHODES, *Principal.*

NOTICE TO APPLICANTS.

The annual term commences on the first Wednesday in October of each year, and ends on the second Wednesday in July.

The scholars from Illinois will be provided with boarding, washing, &c., at the expense of the institution. Their friends will only be required to supply them with proper clothing, and to be at the expense of their traveling to and from the institution.

Pupils are admitted from other states on the payment of one hundred dollars per term.

In every application for the admission of pupils, answers are to be given to the following questions. If they are carefully and correctly answered, and the answers forwarded to the principal of the institution, at Jacksonville, the relatives or friends of the applicant will be informed whether he or she can be admitted, and, if admitted, at what time.

No blind person should ever be brought to the institution as a pupil before a letter of admission has been received from the principal.

Questions :

1. What is the name, age and residence of the applicant? Who is the nearest friend, and to what post office should a reply be sent?

2. Is the applicant totally blind, or what degree of sight does he or she possess?

3. At what age did the applicant become blind, and from what cause?

4. What instruction has the applicant received?

5. Is the applicant of sound health, and of sufficient mental and bodily capacity to receive instruction?

6. How has the applicant been heretofore employed or maintained?

7. Who will provide clothing for the applicant, and take charge of him or her during the vacation?

LIST OF PUPILS.

Names.	Counties.	Causes of blindness.
Mary Stuart,.....	Madison,	Fever at 8 years.
Nancy Fielding,.....	Adams,.....	Congenital.
Reuben Pickett,.....	Calhoun,	Fever at 5 years.
Cornelia Hall,.....	De Kalb,.....	Congenital.
Samuel Kennedy,.....	Scott,	Inflammation in infancy.
Silas Bristow,.....	Morgan,.....	Inflammation at 6 years.
Esther Jesup,.....	Will,.....	Accident at 12 years.
S. Hardin Price,.....	Schuyler,.....	Scarlet fever.
Susan A. Chism,.....	Macoupin,.....	Accident.
Frances Ann Perry,.....	Fulton,	Accident at 3 years.
George P. Riddle,.....	Adams,.....	Congenital.
Wiser Adkins,.....	Pike,	Amaurosis at 4 years.
David Alexander,.....	Crawford,.....	Congenital.
Elizabeth Crumpler,.....	Morgan,.....	do
Elizabeth B. Hatch,.....	Pike,.....	Inflammation at 12 years.
Wm. Callaghan,.....	La Salle,.....	Congenital.
Paulina Wetzel,.....	Cook,.....	do
Joseph E. Casto,.....	Winnebago,.....	do
Preston Friend,.....	Scott,	do
John Motley,.....	Marshall,.....	do
Oscar Butts,.....	Adams,.....	Burned.
Mary Thompson,.....	Randolph,.....	Congenital.
Edward Haynes,.....	Cook,.....	do
Margaret Cuning,.....	Will,.....	Erysipelas.
T. Ellen Raney,.....	Knox,	Congenital.
Sarah E. Adkins,.....	Pike,	Inflammation.
Mary Ann French,.....	Greene,.....	Amaurosis.
Mary Ann Tinnell,.....	Morgan,.....	Congenital.
Luey L. Curtis,.....	Boone,.....	Serofula.
Edward Bird,.....	Cook,.....	Inflammation.
John Perry,.....	Monroe,.....	do
David Mitchell,.....	Macon,.....	Congenital.
Samuel G. Mitchell,.....	do	do
Patrick Hurley,.....	Pike,.....	do
Emanuel Fulk,.....	Gallatin,	Inflammation.
Henry Hall,.....	De Kalb,.....	Congenital.
Cynthia Ann Knowles,.....	Rock Island,....	Inflammation.
Henry Loffing,.....	Monroe,.....	do
Patrick Dunn,.....	Winnebago,.....	Congenital.
Clara Boylan,.....	Will,.....	Serofula at 8 years.
Mary Ann Clark,.....	Brown,.....	Congenital.
Owen Waters,.....	Marion,	Inflammation at 3 months.
Oliver Matthews,.....	Boone,.....	Serofula.
Anna Sweeny,.....	Cook,.....	Inflammation.
Elizabeth Shevels,.....	Perry,.....	Inflammation at 8 years.
James Shevels,.....	do	do at 4 years.
George W. Railey,.....	Adams,.....	Accident at 6 years.
Catharine Rudy,.....	Madison,	Scarlet fever.
John Shreiner,	Cook,.....	Fever at 4 years.
James W. Skipworth,.....	Perry,.....	Sore eyes 4 years ago.
Bridget Powers,	Will,.....	do 6 years ago.
Samuel Fletcher,.....	Kane,	Accident at 6 years.

LIST OF PUPILS—Continued.

Names.	Counties.	Causes of blindness.
Elijah Conklin,.....	Vermilion,	Congenital.
Henry Otis Childs,.....	Fulton,	Accident at 2 years.
Henry Buttman,.....	Cook,.....	Inflammation 4 years ago.
Louisa Smith,.....	Will,.....	Measles.
Alfred Cooper,.....	Marshall,.....	Fever at 1 year.
Wm. Ranes,.....	Richland,.....	Inflammation.

REPORT OF TREASURER.

IRA DAVENPORT, *Treasurer, in account with the Illinois Institution for the Education of the Blind.*

DR.

1858. Nov. 30	To balance from last report,.....	\$2,802 33
	cash of State Auditor,	28,000 00
	“ Marshall county, clothing,	20 00
	“ Brooms, &c., sold,	2,403 38
		\$33,225 71

CR.

1858. Nov. 30	By orders of trustees, paid,.....	\$30,434 58
	Balance in treasury,	2,791 13
		\$33,225 71

IRA DAVENPORT, *Treasurer.*

Abstract of Expenditures for two years, ending Nov. 30, 1858.

Provisions and groceries,.....	\$5,921 82
Building and repairing,.....	5,665 79
Work department,.....	3,034 10
Salaries,	6,810 00
Wages and labor,	2,425 03
Furniture,.....	1,028 74
Fuel,	1,616 41
Books,.....	514 01
Hay, corn, &c.,	321 79
Insurance,.....	451 00
Physicians,	285 50
Medicines,	182 36
Excursion to Springfield, Chicago, &c.,	294 83
Stoves and pipes,.....	289 94
Expenses of trustees,	130 45
Musical instruments, &c.,	418 95
Clothing, (to be repaid by counties,)	189 03
Smithing,	141 82
Wagon and harness,.....	92 30
Postage,	60 90

ABSTRACT—Continued.

Printing,	\$39 00
Shrubbery, &c.,	109 45
Gas light,	57 25
Hauling and plowing,	89 78
Expenses of M. T., (to be repaid by Co.,)	81 46
Sewing machines, &c.,	105 00
Miscellaneous,	77 87
Total expense for 2 years, ending Nov. 30, 1858,	\$30,434 58

DONATIONS.

ALTON COURIER, daily.

MISSOURI REPUBLICAN, weekly.

CHICAGO PRESS AND TRIBUNE, weekly.

STATE REGISTER, weekly.

ILLINOIS JOURNAL, weekly.

ELGIN GAZETTE, weekly.

MORGAN JOURNAL, weekly.

JACKSONVILLE SENTINEL, weekly.

